



## Cherryvale Elementary

1420 Furman Drive  
Sumter, SC 29154

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	534 Students	
<b>Principal</b>	Jeannie Pressley	803-494-8200
<b>Superintendent</b>	Dr. J. Frank Baker	803-469-6900
<b>Board Chair</b>	Mr. Larry Addison	803-499-1181

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>Below Average</b>
2007	Below Average	At-Risk
2006	Below Average	Good
2005	Average	Below Average
2004	Average	At-Risk

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

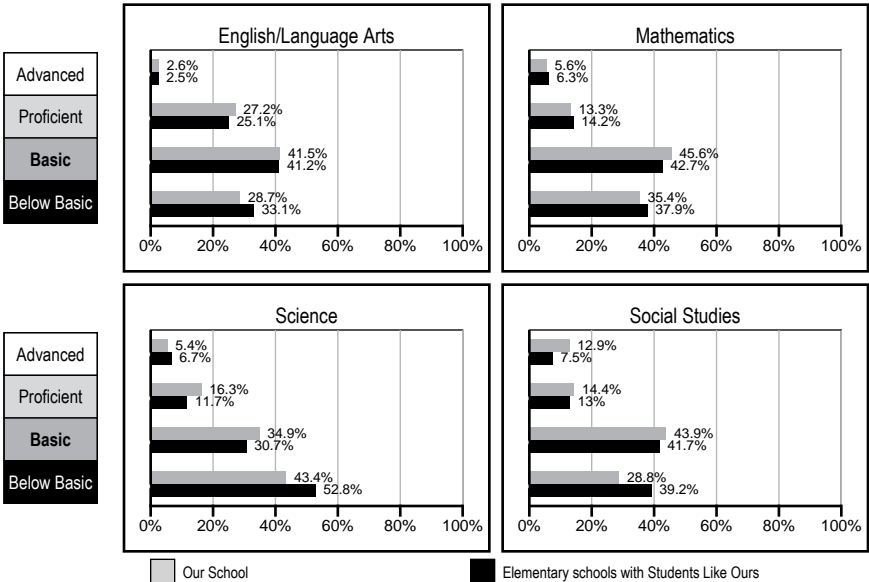
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 94.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	10	60	54

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=534)</b>				
First graders who attended full-day kindergarten	97.7%	Up from 94.9%	100.0%	100.0%
Retention rate	6.1%	Down from 6.7%	3.0%	2.3%
Attendance rate	95.8%	No Change	96.0%	96.3%
Eligible for gifted and talented	3.4%	Down from 5.5%	3.8%	10.4%
With disabilities other than speech	16.5%	Up from 11.4%	7.9%	7.5%
Older than usual for grade	4.6%	Up from 3.0%	1.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.4%	0.0%	0.0%
<b>Teachers (n=36)</b>				
Teachers with advanced degrees	55.6%	Down from 62.2%	54.8%	56.7%
Continuing contract teachers	66.7%	Down from 70.3%	70.3%	77.3%
Teachers with emergency or provisional certificates	3.4%	Down from 10.0%	0.0%	0.0%
Teachers returning from previous year	79.2%	Down from 82.5%	83.5%	86.4%
Teacher attendance rate	94.9%	Down from 95.4%	95.0%	94.9%
Average teacher salary	\$39,637	Up 4.4%	\$43,988	\$45,345
Professional development days/teacher	18.9 days	Up from 15.2 days	13.2 days	12.6 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	21.0 to 1	Up from 18.2 to 1	16.8 to 1	18.5 to 1
Prime instructional time	89.6%	Down from 89.9%	89.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	75.5%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$7,052	Up 6.5%	\$7,884	\$7,052
Percent of expenditures for instruction*	68.5%	Up from 67.4%	69.1%	69.1%
Percent of expenditures for teacher salaries*	62.9%	Up from 59.7%	62.8%	64.2%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

Report of Principal and School Improvement Council

Cherryvale Elementary School is committed to improving student achievement by holding high expectations for all students. Our curriculum continues to be standards-driven with the staff receiving continuous opportunities for staff development training in Best Practices. This year, we focused on increasing our math skills and strengthening our literacy program. Teachers were provided the opportunity to participate in a literacy study group and various math workshops. Teachers also received training that involved utilization of Project Read, Calendar Math, and Teaching American History.

Many of our students take advantage of our after-school program and morning study groups. During this time, teachers provide enrichment activities to reinforce and challenge student learning. Content covered is based on the needs of the students. Benchmark tests, MAP scores, and PACT results aid us in determining the individual and/or class areas of weakness.

Parents have been actively involved in school activities such as Family Reading Night, Write Night, Science Night, and Winter Wonderland Festival. Parents are also offered training and materials for working with their child through our Parent Resource Center. Topics covered include reading, math, science, and social studies. The media center is available for parents to search websites and print materials that can be used if no computer is available in the home.

To ensure that we continue to provide the best for our students, our site based planning team reviews our school plan each year and makes recommendation for modifications. The plan is shared with our Title I committee, School Improvement committee, parents, and community members to receive suggestions from them as well.

Our students come to school at many different academic levels and have various social and emotional needs. We are proud to have a staff that works so diligently to address the needs of each individual student. We are looking forward to another year of Learning with Love and Laughter.

Jeannie Pressley, Principal  
 Ruth Murray, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	68	43
Percent satisfied with learning environment	60.7%	71.2%	76.7%
Percent satisfied with social and physical environment	82.1%	75.0%	80.0%
Percent satisfied with school-home relations	37.0%	73.5%	71.4%

\* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	NO
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This school met 15 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	Continuing School Improvement
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	9.1%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	7.2%	0.0%	No
Student attendance rate	95.8%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	237	100	28.3	37.4	27.9	6.4	46.1	39.4	48.2	Yes	Yes
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**Gender**

Male	134	100	32	38.5	24.6	4.9	39.3	33.3	41.7	N/A	N/A
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Female	103	100	23.7	36.1	32	8.2	54.6	45.9	55	N/A	N/A
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**Racial/Ethnic Group**

White	60	100	16.7	31.5	44.4	7.4	68.5	48.5	60	Yes	Yes
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African American	167	100	32.9	39.9	20.9	6.3	38	33.3	31.7	No	Yes
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	54.8	70.4	I/S	I/S
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Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	46.9	38.4	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	21.4	47	I/S	I/S
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**Disability Status**

Disabled	59	100	50	13.8	20.7	15.5	43.1	16.7	16	No	Yes
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**Migrant Status**

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
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**English Proficiency**

Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	34.4	36.9	I/S	I/S
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**Socio-Economic Status**

Subsided meals	202	100	29.8	38.8	25.5	5.9	45.2	35.3	34	Yes	Yes
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**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	237	99.6	33.9	43.6	15.1	7.3	32.1	38.2	45.8	No	Yes
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**Gender**

Male	134	99.3	37.2	45.5	12.4	5	27.3	38.6	45.6	N/A	N/A
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Female	103	100	29.9	41.2	18.6	10.3	38.1	37.8	45.9	N/A	N/A
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**Racial/Ethnic Group**

White	60	100	24.1	35.2	22.2	18.5	46.3	51.1	59	Yes	Yes
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African American	167	99.4	37.6	45.9	12.7	3.8	27.4	29.7	26.9	No	Yes
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	48.4	71.3	I/S	I/S
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Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	43.9	38.1	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	46.2	I/S	I/S
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**Disability Status**

Disabled	59	98.3	45.6	24.6	17.5	12.3	36.8	17.1	17.1	No	Yes
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**Migrant Status**

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
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**English Proficiency**

Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	48.5	38.7	I/S	I/S
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**Socio-Economic Status**

Subsided meals	202	100	36.2	42	16	5.9	31.4	33	31.4	No	Yes
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\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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**Science**

All Students	158	100	40.8	31.3	17.7	10.2	27.9	30.8	35.7	95.8	96
<b>Gender</b>											
Male	85	100	41.8	34.2	13.9	10.1	24.1	33.3	37.4	95.6	95.8
Female	73	100	39.7	27.9	22.1	10.3	32.4	28.3	33.8	96.1	96.2
<b>Racial/Ethnic Group</b>											
White	37	100	21.2	24.2	30.3	24.2	54.5	44.9	49.2	95.5	95.5
African American	116	100	46.8	33.3	13.5	6.3	19.8	21.4	17	95.9	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	63.2	58	95.7	97.6
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	96.9	95.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	93.9
<b>Disability Status</b>											
Disabled	40	100	50	12.5	15	22.5	37.5	13.7	14	94.5	95.2
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	98.5
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	31.8	24.4	98	96.2
<b>Socio-Economic Status</b>											
Subsided meals	131	100	42.7	33.9	12.9	10.5	23.4	24.7	21.1	95.7	95.8

**Social Studies**

All Students	157	100	28.6	41.5	15.6	14.3	29.9	25.8	34	95.8	96
<b>Gender</b>											
Male	90	100	28.6	41.7	16.7	13.1	29.8	27	36.6	95.6	95.8
Female	67	100	28.6	41.3	14.3	15.9	30.2	24.5	31.3	96.1	96.2
<b>Racial/Ethnic Group</b>											
White	39	100	16.2	40.5	18.9	24.3	43.2	33.9	44.5	95.5	95.5
African American	111	100	33.7	41.3	13.5	11.5	25	19.8	19.1	95.9	96.4
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	52.4	58.9	95.7	97.6
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	36.8	27.5	96.9	95.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30.8	32.7	N/A	93.9
<b>Disability Status</b>											
Disabled	39	100	44.7	26.3	10.5	18.4	28.9	12.7	14.4	94.5	95.2
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	98.5
<b>English Proficiency</b>											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	27.3	27.3	98	96.2
<b>Socio-Economic Status</b>											
Subsided meals	137	100	29.9	43.3	15	11.8	26.8	20.5	21	95.7	95.8

\* Adj - Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	82	98.8	14.1	40.8	39.4	5.6	45.1
	4	68	100	34.9	38.1	19	7.9	27
	5	71	97.2	26.2	56.9	15.4	1.5	16.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	86	100	12	40	41.3	6.7	48
	4	78	100	32	30.7	29.3	8	37.3
	5	73	100	42	42	11.6	4.3	15.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	81	100	31	49.3	8.5	11.3	19.7
	4	68	100	39.7	42.9	11.1	6.3	17.5
	5	71	97.2	27.7	50.8	10.8	10.8	21.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	86	100	24	52	14.7	9.3	24
	4	78	100	30.7	41.3	18.7	9.3	28
	5	73	98.6	48.5	36.8	11.8	2.9	14.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	43	100	58.1	29	9.7	3.2	12.9
	4	68	100	55.9	40.7	3.4	0	3.4
	5	37	100	35.7	39.3	7.1	17.9	25
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	41	100	14.3	31.4	40	14.3	54.3
	4	77	100	39.2	35.1	16.2	9.5	25.7
	5	40	100	68.4	23.7	0	7.9	7.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	45	100	22.6	45.2	29	3.2	32.3
	4	68	100	33.9	54.2	10.2	1.7	11.9
	5	38	100	41.9	32.3	16.1	9.7	25.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	45	100	12.5	52.5	17.5	17.5	35
	4	77	100	28.4	39.2	16.2	16.2	32.4
	5	35	100	48.5	33.3	12.1	6.1	18.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A--Not Applicable

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